

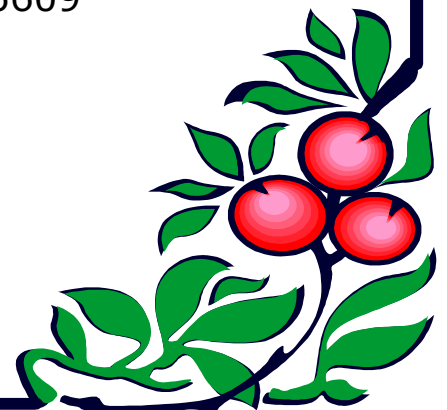
April 2002

REQUEST FOR APPLICATIONS
for
Linking Education, Activity, and Food (LEAF)
Policy and Pilot Program Grants
Due: June 12, 2002

Applications must be received by
4:00 p.m. on
Wednesday, June 12, 2002
at the

CALIFORNIA DEPARTMENT OF EDUCATION
NUTRITION SERVICES DIVISION
560 J STREET, ROOM 270
SACRAMENTO, CALIFORNIA 95814
(postmarks not accepted)

PHONE (916) 322-8310 or (800) 952-5609





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CALIFORNIA DEPARTMENT OF EDUCATION
Nutrition Services Division

**LINKING EDUCATION, ACTIVITY, AND FOOD
(L E A F)
POLICY AND PILOT PROGRAM GRANTS**

Request for Applications

PART 1: INTRODUCTION

In support of improving student health, the California Department of Education, Nutrition Services Division announces a competitive grant opportunity for public school districts and county offices of education (COE) through LEAF Policy and Pilot Program grants.

I. PURPOSE

With funds from the California Department of Food and Agriculture, the California Department of Education (CDE) will award LEAF Policy and Pilot Program grants to selected California public school districts and/or COE's. Districts or COE's serving grades K-12 may apply for LEAF Policy grants and those serving middle and/or high schools may apply for LEAF Pilot Program grants. All grants are subject to availability of funds.

LEAF grants are designed to reflect the intent of:

- Senate Bill 19 (Escutia), *The Pupil Nutrition, Health, and Achievement Act of 2001*, signed by Governor Davis in October 2001, to implement changes in school nutrition and physical activity policies and practices to improve children's lifelong health; and
- Governor Davis' *Buy California* Initiative, unveiled February 2002, that provides funds from the California Department of Food and Agriculture (CDFA) for public schools to increase the offerings of California's fruits and vegetables.

CDE will award grants totaling \$3.8 million through two grant opportunities:

LEAF Policy Grant

Public school districts and COE's serving kindergarten through grade 12 may apply for a Policy grant. Policy grants fund the establishment of a Child Nutrition and Physical Activity Advisory Committee (CNPAAC) to develop districtwide nutrition, food, and physical activity policies and recommend them for adoption. Awards will be for up to \$25,000 per grant (one time only), and the 12-month grant period is from July 1, 2002, to June 30, 2003.

Policy grantees will develop districtwide school nutrition and physical activity policies, and recommend them for adoption. The purpose of the policies will be to promote children's health and a healthy school environment by linking education, activity, and food. Grantees will communicate these policies to the public, develop an action plan for policy implementation, and evaluate the policy-making process and project goals.

LEAF Pilot Program Grant

Public school districts and COE's serving middle* or high schools may apply for a Pilot Program grant (inclusion of high schools is given preference). Pilot Program grants fund the establishment of a CNPAAC that will develop districtwide school nutrition and physical activity policies, and recommend them for adoption. The Pilot Program middle and/or high school sites identified in this grant application will implement these policies. Awards will be for up to \$250,000 per Pilot Program school site, with a maximum of three sites per district or COE, for a total of \$750,000 maximum per district or COE for the two-year period from July 1, 2002, to June 30, 2004.

State reimbursement for meals served at Pilot Program school sites will increase to 23 cents per free or reduced-price meal and 10 cents per full-price meal for the grant period in addition to grant funds. To receive this additional reimbursement and to forecast and track participation progress, CDE will require an addendum to the regular monthly reimbursement claim. The addendum may include but not be limited to the following information for participating Pilot Program sites: number of meals served by category (free, reduced-price, and paid); number of students approved for free meals; number of students approved for reduced-price meals; and school site enrollment. Pilot Program grantees will need to supply this information by site, by month for the 2001-2002 school year, as well as for each month during the grant period. CDE is preparing a claim addendum form for this purpose.

Pilot Program grantees will develop and implement school nutrition and physical activity policies that link education, activity, and food to promote children's health and a healthy school environment. At Pilot Program school sites, grantees will implement the nutrition standards as defined in SB 19 (see Appendix A); procure, distribute, prepare, and promote California fruits and vegetables through the school food service program and other food sales venues on campus; provide hands-on, interactive nutrition education (such as through school gardens) that supports California's *Health Framework* and *Physical Education Framework* and core academic standards; communicate and conduct outreach to the public and other grantees; and participate in a state-level evaluation through key indicators identified by the LEAF evaluation committee.

II. BACKGROUND**Children's Health Status**

Childhood obesity has reached epidemic proportions and is directly attributed to physical inactivity and poor eating habits, both of which adversely affect a child's ability to learn. More than 30 percent of California youth are overweight.¹ Overweight and obese children are at higher risk for long-term health problems such as cardiovascular disease, Type-2 diabetes, asthma, and certain cancers.² These children also are at higher risk for discrimination, psychological stress, poor body image, low self-esteem, and remaining obese as adults.^{3,4} Healthy People 2010 selected overweight or obesity as a leading health indicator of many preventable causes of death.²

Children's Eating and Physical Activity Habits

Healthy eating patterns and physical activity are essential for long-term health and for reducing the health risks associated with childhood overweight and obesity.⁵ Yet, children's physical activity and eating habits have deteriorated over the last three decades.

* SB19, Section 49430 (b) states that "Middle school means any school that maintains grade 7 or 8, but no grade higher than grade 9." Schools serving students in kindergarten through grade 8 or grades 7 through 9 are considered middle schools for the purpose of these grants.

Only 23 percent of California pupils in grades 5, 7, and 9 meet the requirements to be considered fit.⁶ In a 1999 survey, fewer than half of California's 9 - 11 year olds had one or more hours of vigorous or moderate physical activity.⁷ Yet, regular exercise reduces many risk factors for chronic disease later in life.^{8,9}

California is the leading producer of the nation's fruits and vegetables. Yet only 21 percent of California children, ages 9-11 years, eat the recommended five servings of fruits and vegetables daily.⁷ Children have shifted from milk products to soda and fruit drinks, and foods high in sugar represent a significant part of their daily intake.^{10,11,12} The availability of high-fat foods in the child's environment, the positive social environment associated with some non-nutritious foods, and the child's predisposition to like these foods are contributing to the increased incidence of childhood obesity.^{13,14}

Health and Academic Performance

Healthy children are ready to learn. A healthy child is more likely to be academically motivated, alert, and successful. Children who participate in the School Breakfast Program have improved test scores, improved composite math and reading percentile scores, greater class participation, as well as reduced absences and tardiness.^{15,16,17,18,19} Nutrition education and high quality meals have been shown to improve eating habits and health status.^{20,21,22} Schools that offer physical activity programs that meet fitness standards report positive effects on academic achievement. Fit, healthy students exhibit improved mathematics, reading, and writing test scores, even when time for physical education reduces the time for academics.²³ They also exhibit better concentration and reduced disruptive behavior.

The School's Critical Role

Schools and communities can work together to reverse poor food choices, inactivity, and childhood obesity trends. A healthy school environment provides youth with the skills and support they need to adopt healthy eating behaviors, obtain positive nutritional status, and achieve improved academic success.

Meals and snacks at schools play a critical role in developing eating patterns, providing 1/3 to 1/2 of many students' daily nutritional needs.^{2,7} The United States Department of Agriculture's (USDA) School Meals Initiative standards have improved the nutritional quality of meals served in the National School Lunch and School Breakfast Programs.²⁴ However, these nutrition standards do not apply to food and beverages sold in cafeterias as a la carte items or to foods sold in school vending machines, school stores, and snack bars. School environments that promote sales of food and beverages of low nutritional value contradict healthy school meal efforts and nutrition instruction. The National Association of State Boards of Education urges school policies that promote healthy eating to address all food and beverages served to students, including those available outside the school meal programs.²⁵

Studies show that when students have choices and/or have been exposed to a variety of fruits and vegetables they are more likely to consume a greater amount of fruits and vegetables.^{26,27,28,29} More California schools are increasing student choices by offering a variety of fruits and vegetables through salad bars and other avenues. Others are making the "farm-to-school" connection by purchasing produce directly from farmers or at farmers' markets.

Instructional school gardens also provide many opportunities for exposing students to a variety of fruits and vegetables. Integrated garden-enhanced nutrition education, using theory-based, skill-building, fun, sequential, experiential activities with community and parental involvement, is one strategy to increase students' vegetable preferences, in addition to nutrition knowledge.³⁰

Providing children with physical education instruction and skill development is imperative to maintaining a physically active lifestyle. Several California schools are providing students with a full complement of physical activity opportunities including quality physical education instruction based on the California Physical Education Framework, multi disciplinary approaches to instruction in all subjects areas using physical activity as an instructional strategy, before and after school programs focusing on age appropriate physical activity, school intramural programs for all skill levels and interests, and recess and other unstructured physical activity time in the school day. Unfortunately, many current instructional practices in physical education do not meet the standards identified by national health objectives.³¹

California's Vision: Linking Education, Activity, and Food (LEAF)

The Pupil Nutrition, Health, and Achievement Act of 2001 (SB19) and the *Buy California Initiative* (see Appendix B) complement each other. SB 19 sets nutrition standards for all foods and beverages sold on school campuses including those sold for fundraising events. These standards increase the offerings of healthy food choices and limit the offerings of sodas and other less nutritious foods. SB 19 also authorizes school districts to convene Child Nutrition and Physical Activity Advisory Committees (CNPAAC) to develop, recommend for adoption, and direct the implementation of school nutrition and physical activity policies and practices to improve children's health.

The *Buy California Initiative* provides funds from CDFA to raise nutrition standards in California schools by partially funding SB19. This specialty crop* block grant fulfills the commitment of providing healthy meals to students while providing opportunities for students to access more California-grown fruits and vegetables in public schools.

To carry out the intent of both SB 19 and *Buy California*, CDE is awarding the LEAF Policy and LEAF Pilot Program competitive grants. Through these grants, schools supported by community partners will develop and/or implement policies linking nutrition and physical activity with access to healthy food choices throughout the school environment. School policies that support positive health outcomes for all children and link to core academic standards are critical to improving the health status of today's youth.

III. PROJECT DESIGN

CDE will award the LEAF Policy grants and the LEAF Pilot Program grants independently. **However, applications for the LEAF Pilot Program grants must address the goals of both grant programs.** This section describes each in detail.

- A. **LEAF POLICY GRANTS:** Public school districts or COE's will develop and adopt nutrition and physical activity policies that promote a healthy school environment and link education, activity, and nutritious food.

* The U.S. Congress defines specialty crops as any agricultural crop except wheat, feed grains, oilseeds, cotton, rice, peanuts, and tobacco. In California, these crops are mainly fruits and vegetables.

Agencies applying for a LEAF Policy grant must form a leadership team of at least five members to include: 1) district/COE administrator; 2) child nutrition and/or food service director or designee; 3) science, health, or nutrition instructor or specialist; 4) physical education instructor or specialist; and 5) another person committed to the goals of the project (e.g., school board member, school nurse, school garden coordinator, community leader). The project coordinator must be included in this group (see also Part 2:IV of this RFA).

Under the guidance of this leadership team, LEAF Policy grant applications must address the following five goals:

1. Create and sustain a Child Nutrition and Physical Activity Advisory Committee (CNPAAC) to develop LEAF policies.

- a. After conducting a clear assessment of the current environment in district/COE schools, this Committee (CNPAAC) will develop and recommend for adoption by the school board policies that link education, physical activity, and food to promote children's health in a supportive school environment and that include the goals described in 2:a, below.
- b. Members of the CNPAAC must include, but are not limited to: district/COE board members; school administrators; child nutrition/food service directors and staff members; teachers of physical education, health, agriculture, home economics or core academic subjects; parents; students; coordinated school health team, school nurses, dietitians, doctors, local health department representatives, or other health care professionals; and interested community members.
- c. The district or COE must also develop a strategy to sustain the CNPAAC beyond policy adoption and establish a process to review future policy-related issues.

2. Develop LEAF policies and recommend them for adoption.

To assess the current school policies and environment in terms of nutrition and physical activity, the leadership team and CNPAAC are encouraged to use the *School Health Index* (Centers for Disease Control) and *Changing the Scene* (USDA Team Nutrition) as tools (see Appendix C).

The policies must address, but are not limited to, the following six objectives at school sites:

- a. Establish nutrition standards defined in *The Pupil Nutrition, Health, and Achievement Act of 2001* (SB 19) (see Appendix A) for all food and beverages sold on campus, and support these standards with nutrition education. Strategies to achieve this objective may include:
 - 1) Improving the nutritional quality and variety of food and beverages offered in schools, for example:
 - Offering fruits and vegetables in school meals more often, such as through daily salad selections at lunch or a fruit basket at breakfast, featuring California-grown produce when possible;
 - Promoting more healthy, appealing, and affordable choices on school menus, in a la carte lines, and in other food venues;
 - Increasing the variety of beverages offered to students and staff, such as through campus smoothie and juice bars;

- Expanding vending machine choices to include fruit, non-fried vegetables, water, low-sugar foods and beverages, and low-fat dairy, protein and grain products* to replace less nutritious foods; and
 - Decreasing the availability of foods that do not meet the nutrition standards defined in Appendix A.
- 2) Increase student access to school gardens and school collaboration with farmers' market programs by:
- Purchasing foods for school meal programs directly from local farmers;
 - Establishing and maintaining instructional school gardens where physical activity is encouraged;
 - Highlighting the fruits and vegetables grown in the school garden in school meal selections;
 - Conducting student field trips to local farms and farmers' markets; and
 - Subscribing to regular delivery of farm produce to classrooms.
- b. Increase the availability of and access to, and promote the consumption of, California-grown fruits and vegetables. Strategies to achieve this objective may include:
- 1) Making fruits and vegetables available at all school site locations where food is sold;
 - 2) Providing nutrition education both through curriculum and the school food services, cafeteria, or dining areas;
 - 3) Increasing student use of school or community gardens as a vehicle to experience new foods, study nutrition, meet core academic standards, and ensure physical activity in a learning laboratory;
 - 4) Providing regular professional development for child nutrition/food service staff through the CDE Nutrition Services professional development program or other professional organizations;
 - 5) Collaborating with farmers and farmers' markets; and
 - 6) Continually promoting and educating students about healthy food choices.
- c. Ensure that nutrition education promotes the link between food choices, health, and physical activity and is hands-on, interactive, and integrated into the core curriculum. Possible avenues to achieve this objective may include:
- 1) School gardens;
 - 2) Culinary arts instruction;
 - 3) Regular tastings of seasonal vegetables;
 - 4) Farm and/or farmers' market collaborations; and
 - 5) Curriculum and instruction that integrates health and physical education, in alignment with California's *Health Framework* and *Physical Education Framework* (see Appendix C).

* A low-fat food contains no more than 35% of its total calories from fat, and no more than 10% of its total calories from saturated fat. A low-sugar food contains no more than 35% of its total weight as sugar (SB 19 Section 49431(b)2).

- d. Encourage fundraisers that promote good health habits and discourage those that promote less nutritious foods. In doing so, consider altering the economic structures in place to encourage healthy eating by students and reduce dependency on generating profits for the school from the sale of less nutritious foods. Work with students to identify health-promoting fundraisers. Examples of fundraisers that promote good health habits may include:
 - 1) Physical activity events (e.g., family/community walk/run events, physical activity expos, health fairs, jump rope contest, dance marathon);
 - 2) Sales of specialized physical activity equipment (e.g. pedometers, juggling equipment, heart rate monitors);
 - 3) Salad bar meals or events for families;
 - 4) Sales of school garden produce not needed for student instruction or tasting;
 - 5) Sales of nutritious snacks and beverages; and
 - 6) Other fundraisers that do not involve food.
 - e. Ensure that no student is hungry. Strategies to achieve this objective may include:
 - 1) Examining practices that may stigmatize or discourage students from participating in the National School Lunch and School Breakfast Programs;
 - 2) Identifying positive strategies that encourage all students to participate; and
 - 3) Ensuring students have a minimum of 30 minutes to eat lunch and 20 minutes to eat breakfast in an attractive environment conducive to students interacting socially and enjoying their meals.
 - f. Ensure that students engage in healthful levels of vigorous physical activity. Strategies to achieve this objective may include:
 - 1) Enforcing existing physical education requirements;
 - 2) Improving the quality of physical education curriculum, instruction, and facilities;
 - 3) Increasing professional development opportunities for physical education for teachers and school administrators;
 - 4) Examining school policies and environment to ensure that they maximize opportunities for physical activity outside the physical education instructional time including free-play, recess, intra- and inter-mural sports, and after-school programs;
 - 5) Ensuring adequate staffing and appropriate staff-to-pupil ratios for physical education classes; and
 - 6) Connecting the physical education curriculum to family and community activities.
3. **Communicate district LEAF policies to the public.**
- a. The CNPAAC must convene at least one public hearing during the policy development process and prior to the end of the 2002-2003 school year.

- b. Grantees will also communicate the policies to the greater school community, including students, staff, parents, administrators, and business partners.
For example:
 - 1) Provide timely updates to the school board, School Site Council, and parent-teacher and community groups;
 - 2) Post school policies in the school office and eating and gathering areas;
 - 3) Conduct educational events to promote policies for a healthy school environment;
 - 4) Publish a LEAF Journal, newsletter, web site, or similar channel to increase school and community support for policy implementation;
 - 5) Share policies through CDE publications or web site; and
 - 6) Submit information to the media (e.g., newspapers, local television, student television, radio).
- 4. **Develop an Action Plan for policy implementation.**
Grantees will:
 - a. Develop a plan, including assessing needs and building infrastructure, for policy implementation;
 - b. Assess the potential impact of the policies on the school and community environments; and
 - c. Begin implementing the policies as time and funds permit, such as through equipment purchase, facility renovation, or staff development (see allowable expenditures, Part 3:IV:E).
- 5. **Evaluate the policy-making process and project goals.**
 - a. Grantees will submit progress reports on the process of developing and adopting LEAF policies, including:
 - 1) Providing evidence of the CNPAAC (such as notes on its formation, a membership list, and minutes from any meetings);
 - 2) Listing challenges and issues encountered, lessons learned, and recommendations to other schools planning to develop policy;
 - 3) Sharing reactions of students, child nutrition staff, school nurses, administrators, teachers, parents, and community members to the process and the policies;
 - 4) Preparing summary of fiscal and programmatic changes anticipated as a result of the policies; and
 - 5) Providing evidence of policy adoptions or recommendations for adoption.



- B. **LEAF PILOT PROGRAM GRANTS:** Public school districts or COE's with middle or high schools may apply for the Pilot Program grants. Grantees will use fund to test ways to link public education, nutritious foods (such as fruits and vegetables), and physical activity through the implementation of policies developed by the CNPAAC and specific nutrition standards.

Agencies applying for the LEAF Pilot Program grants must form a leadership team of at least six members, to include: 1) district/COE administrator; 2) child nutrition and/or food service director or designee; 3) science, health, or nutrition instructor or specialist; 4) physical education instructor or specialist; 5) another person committed to the goals of the project (e.g., school board member, school nurse, school garden coordinator, community leader); and 6) an evaluator. The project coordinator must be included in this group. Leadership teams from each grantee district/COE will form a network with each other to share strategies and evaluate the success of the pilot programs.

Under the guidance of the leadership team, LEAF Pilot Program grant applications must address the following five goals, as follows:

1. Address the LEAF Policy grant goals (see Section III: A-1 through A-5, above).

- A-1. Create and sustain a CNPAAC;
- A-2. Develop and recommend for adoption LEAF policies;
- A-3. Communicate district LEAF policies to the public;
- A-4. Develop an Action Plan for policy implementation; and
- A-5. Evaluate the policy-making process and project goals.

2. Implement LEAF district policies, including SB 19 nutrition standards (see Appendix A), at pilot school sites.

- a. Under the guidance of the six-member leadership team described above, and with CNPAAC and student input, districts/COE's will plan for and test ways to implement the LEAF policies (per A-2, items a - f above).
- b. Grantees must pilot-test the implementation of specific nutrition standards (defined in Appendix A) through food system and environmental changes at the pilot program school(s). This pilot test of nutrition standards must begin during the first year when policy development is under way, and continue throughout the second year of the grant period.

3. Share and discuss other LEAF strategies through LEAF workshops and other networking activities.

LEAF Pilot Program leadership teams will participate in LEAF workshops, CDE site visits, and other activities designed to:

- Foster networking with fellow grantees;
- Provide technical assistance toward project implementation;
- Build support for and evaluate grantee efforts; and
- Discuss successful strategies and common challenges for LEAF policy implementation.

Awardees may use grant funds to cover the cost of these LEAF workshops and site visits (see Budget, Part 3:IV:E).

4. Develop promotion and communication outreach strategies.

- a. With student participation, grantees will plan and test strategies to communicate and promote healthy foods and physical activity. For example, strategies may include creative point-of-purchase food merchandising; fitness promotions; and outreach at student, parent, administrative, sports, and community events.

- b. Grantees will also share the successes and challenges of implementing LEAF policies with:
 - 1) Local stakeholders (staff, parents, and other community members);
 - 2) Other schools in their region and beyond through professional conferences and publications; and
 - 3) Interested parties statewide (for example, the California Departments of Education, Food and Agriculture, and Health Services).

5. Evaluate and report pilot program results.

- a. Each district or COE will engage a project evaluator to develop and implement an evaluation plan to assess the school food and physical activity environment and practices through the policy development and implementation phases. The grantees, including their evaluator, will work with the CDE evaluation team to develop “common indicators” to generate school level data with requisite consistency and quality. Grantee evaluators will receive training in local project evaluation at an evaluators’ workshop early in the grant period.
- b. Grantees will report trends in the changes made as a result of the policy at pilot school(s), which may include:
 - 1) Policies developed, adopted, implemented and monitored;
 - 2) Fiscal impact of the policies and standards developed;
 - 3) Response of students, child nutrition staff, administration, teachers, parents and community (e.g., number involved, satisfaction levels);
 - 4) Effects on the school environment;
 - 5) Sales volume and variety of California-grown fruits and vegetables;
 - 6) Revenue from sales of less nutritious foods, compared to sales of food items that meet the nutrition standards;
 - 7) Physical education instruction;
 - 8) Physical activity opportunities for students outside of the physical education setting, but within the school day; and
 - 9) Student physical activity levels.
- c. Each district or COE will participate in a CDE cluster evaluation following the W.K. Kellogg Foundation’s Logic Model Development Guide.³² The CDE evaluation team will collect formative and summative data to assess what changes occurred as a result of the policies and their implementation; the nature of these changes; settings in which they occurred and why they occurred; insights drawn from failures and successes that can inform future policy development and implementation efforts; and information about what is needed to sustain desired changes promoted by the policies.

NOTE: The CDE evaluation team will collect data for the cluster evaluation through:

- 1) Periodic site visits and meetings with the leadership teams;
- 2) Periodic progress and annual evaluation reports;
- 3) LEAF workshops;
- 4) Collection and aggregation of “common indicators” from each pilot, as noted above; and
- 5) Other methods as determined by the CDE evaluation team.

PART 2: GENERAL INSTRUCTIONS

I. ELIGIBILITY

Public school districts* or COE's that participate in the National School Lunch and/or School Breakfast Program are eligible to apply for a LEAF Policy or Pilot Program grant. Agencies applying for the Pilot Program grant must contain middle[†] and/or high schools.

All grant applicants must be in good standing in the administration of their child nutrition program(s). National School Lunch Program sponsor status will be confirmed by reviewing prior administrative and programmatic performance and compliance reviews, including financial management process and annual reports, monitoring results, audit reports, and any other relevant documentation or information.

II. FUNDING

Awards for the **LEAF Policy grant** will be up to \$25,000 per district or COE, for a one-time, 12-month period, July 1, 2002 through June 30, 2003.

LEAF Policy grantees will receive 90 percent of the approved funding upon commencement of the grant period and after the Nutrition Services Division (NSD) has received the signed "Grant Award Notice." NSD will release the remaining 10 percent after it receives and approves the final report and required forms at the end of the grant period.

Awards for the **LEAF Pilot Program grant** will be up to \$250,000 per middle or high school, up to three schools per district or COE, for a maximum grant of \$750,000 per district or COE, for the two-year period, July 1, 2002, through June 30, 2004.

LEAF Pilot Program grantees will receive 50 percent of their Pilot Program award upon commencement of the grant period and after the Nutrition Services Division (NSD) has received the signed "Grant Award Notice." NSD will release an additional 40 percent of the grant funds after it receives and reviews the first progress report. NSD will release the remaining 10 percent after it receives and approves the final report and required forms at the end of the grant period.

For LEAF Pilot Program grant sites only: State reimbursement for meals served at LEAF Pilot Program school sites will increase to 23 cents per free or reduced-price meal and to 10 cents per full-price meal for the grant period in addition to grant funds. To receive this additional reimbursement and to forecast and track participation progress, CDE will require an addendum to the regular monthly reimbursement claim. The addendum will include the following information for each pilot site: number of meals served by category (free, reduced-price, and paid); number of students approved for free meals; number of students approved for reduced-price meals; and school site enrollment. Pilot Program grantees will also need to supply this information by site, by month for the 2001-2002 school year, as well as for each month during the grant period. CDE is preparing a claim addendum form for this purpose.

All grants are subject to availability of funds.

* Charter schools may apply under the auspices of a school district or a county office of education.

[†] SB19, Section 49430 (b) states that "Middle school means any school that maintains grade 7 or 8, but no grade higher than grade 9." Schools serving students in kindergarten through grade 8 or grades 7 through 9 are considered middle schools for the purpose of these grants.

III. TIMELINE

LEAF Policy and Pilot Program Grants

May 1, 2002 by 4:00 p.m.	Deadline for submitting questions for application clarification during the conference call on May 2nd.
May 2, 2002 at 1:00 p.m.	Application clarification conference call (See Part 3:I for details).
June 12, 2002 by 4:00 p.m.	Deadline for receipt of applications in the NSD office: postmark not acceptable.
June 20, 2002	Applications Reviewed.
June 21, 2002	"Notice of Intent to Award" posted.
Late June 2002	Grant award letters mailed to agencies.
July 1, 2002	Grant period begins (subject to availability of funds).

LEAF Policy Grants only:

Fall 2002	LEAF Workshop.
January 15, 2003	Midpoint progress report due.
June 30, 2003	Grant period ends.
July 31, 2003	Final report and forms due.

LEAF Pilot Program Grants:

Fall 2002	LEAF workshop and evaluator's meeting. Begin policy development.
November 30, 2002	Evaluation plan due.
January 2003 or before	Begin pilot-testing nutrition standards at pilot schools.
January 15, 2003	First progress report due.
Spring 2003	LEAF workshop. CDE site visits and meetings with grant teams.
May 15, 2003	Second progress report due.
Fall 2003	LEAF workshop. CDE site visits and meetings with grant teams. Evaluators' meeting and mid-course evaluation report due.
January 15, 2004	Third progress report due.
Spring 2004	LEAF Workshop. CDE site visits and meetings with grant teams.
June 30, 2004	Grant period ends.
July 31, 2004	Final report, forms, and evaluation due.

IV. RESPONSIBILITIES OF GRANTEES

To accomplish the goals of the grant, grantees agree to:

- A. Maintain a leadership team to manage the project (refer to Part 3:IV:B):
 - Identify one of the team members as the project coordinator.
 - For LEAF Policy grants, the team includes five members or more and must attend one two-day workshop.
 - For the LEAF Pilot Program grants, the team includes an evaluator for a total of six members or more who must attend four two-day workshops and participate in all site visits.
- B. Implement the grant according to plans identified in their approved application and this document. The leadership team and NSD must mutually agree upon any changes.
- C. Submit required progress reports, evaluation plan, biannual evaluation reports, and forms by dates identified in the timeline (Part 2:III). These reports will document the progress of the project and provide a summary of the achievements and challenges in accomplishing the stated objectives. CDE staff will provide report forms to the project coordinator.
- D. Complete all grant-funded project activities by June 30, 2003 (LEAF Policy grant) or June 30, 2004 (LEAF Pilot Program grant).
- E. Return grant funds if unable to implement the project.
- F. Maintain documentation of grant activities for five years following the end of the grant period.

CDE will provide technical assistance and support through site visits, workshops, and ongoing communication.

V. COST OF PREPARING AN APPLICATION

The cost of preparing and delivering the application shall be the sole responsibility of the applicant. The applicant shall not use either State nor Federal funds reimburse such costs.

VI. APPLICATION CLARIFICATION

Conference Call: NSD staff will conduct a conference call at 1:00 p.m. on Thursday, May 2, 2002 to answer questions concerning the application. If you are interested in participating on the conference call, you must submit the names of participants and any questions concerning the application that you would like answered by Wednesday, May 1, 2002. On the day of the call, telephone (800) 547-5078 at least ten minutes prior to the call to be connected. During the call, NSD staff will only address questions submitted in advance.

Additional Clarification: If you need your question(s) answered at any other time, please contact NSD at (916) 322-8310 or LEAF@cde.ca.gov. Please note that NSD staff will only answer technical questions regarding the application process and cannot provide consultation on the content of the application.

VII. RECORDS RETENTION

The grantee shall maintain separate accounting records for the project that shall be in accordance with generally accepted accounting standards and the approved project budget. Files of supporting documentation shall include, but not be limited to, purchase orders, work orders, contracts, itemized invoices, and correspondence. The grantee shall maintain all such files separately or otherwise identifiable for audit purposes. The grantee shall keep project records for at least six years after the close of the fiscal year in which the funds were expended. On request, records shall be available for state or federal inspection and verification for audit purposes.

VIII. OWNERSHIP OF MATERIALS

It is not the intent of these grants to provide for the development of materials for use beyond the local school district. However, any materials developed using these grant funds must remain in the public domain and include credit to the funding source. To this end, any publication resulting from work performed under this grant shall include language substantially in the form set out below:

"Funding for the project has been made available by the Governor's Buy California Initiative, and the California Department of Food and Agriculture. The content of this publication does not necessarily reflect the views or policies of the Department, nor does any mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government."

All materials developed under the terms of these grants will become the property of the CDE. The CDE reserves the exclusive right to copyright such materials and to publish, disseminate and otherwise use materials developed under these terms.

PART 3: APPLYING FOR A GRANT

I. INTENT TO APPLY

Please submit an "Intent to Apply" form (Part 5) via fax to (916) 323-4311 or mail (see form for address). Submitting the form is optional and does not obligate the agency to apply for the grant(s). However, it will assist NSD staff with planning for the application review process.

II. PREPARING AN APPLICATION

Applicants must use either the forms provided (see Part 5) or computer generated forms, and plain white paper for the project narrative section. If computer generated forms are used, they must duplicate the CDE forms in layout, information requested, and font size. Applicants should type or computer-generate the application, using a clear and easy-to-read font on 8-1/2 x 11-inch paper. Reviewers will not read or rate information submitted in excess of the space limitation for project narrative. Staple each copy of the application individually in the upper left corner. **DO NOT BIND APPLICATIONS.**

When completed, the application must include the following components in the order listed below. "Application Contents" (Part 3:IV) provides instructions for completing each component.

- Grant Application Cover Sheet;
- Leadership Team Data Form;
- Site Data Summary Form (**LEAF Pilot Program grant applicants only**);
- Project Narrative;
- Budget Proposal;
- Budget Narrative;
- Letters of Commitment; and
- State of California Drug-Free Work Place Certification Form.

NOTE: Failure to include all of the required components may disqualify the application. CDE will not advise applicants that their application is incomplete prior to rating or disqualification.

Appendix C contains resources that may be helpful to applicants in preparing the application.

III. SUBMITTING AN APPLICATION

The application must comply with the format and content requirements detailed in Part 3:IV and with the following criteria:

- **CDE will accept only one application per district or COE.**
- Applicants must submit **one original** and **six copies** of the application. Mark the original clearly.
- Applications must be sent to:

CALIFORNIA DEPARTMENT OF EDUCATION
Nutrition Services Division
560 J Street, Suite 270
Sacramento, CA 95814
ATTN: LEAF Grant Application

CDE must receive the application at the above location no later than 4:00 p.m. on June 12, 2002 (postmark not accepted). CDE will not consider late applications for funding.

It is the responsibility of the applicant to ensure that CDE receives the application by the specified deadline. CDE will not be responsible for late or incomplete applications due to mistakes or delays of the applicant or the carrier used by the applicant. CDE will not accept applications that are submitted electronically (via email or fax). CDE will not consider materials submitted after the deadline during the rating process. CDE will not notify applicants regarding omissions or accept any late additions to an application.

IV. APPLICATION CONTENTS

A completed application must include all of the components in the order listed below. Use the Grant Application Checklist (see Part 5) to help ensure that a complete application is submitted. Failure to include required elements of the application could result in disqualification. Applicants must use the forms provided in Part 5, or computer-generated forms as noted previously.

- A. **Grant Application Cover Sheet**—Complete all requested information. The Superintendent or authorized designee must sign the cover sheet.
- B. **Leadership Team Data Form**—Complete all requested information. The leadership team must complete and each member must sign the form: 1) district administrator; 2) child nutrition and/or food service director or designee; 3) science, health, or nutrition instructor or specialist; 4) physical education instructor or specialist; and 5) another person committed to the goals of the project (e.g., school nurse, school garden coordinator). **LEAF Pilot Program grants must include an evaluator as the sixth team member.** The project coordinator must be included in this group and identified clearly at the top of the form.
- C. **Site Data Summary Form (LEAF Pilot Program grant applicants only)**—Only sites that include middle and/or high school grades are eligible for the LEAF Pilot Program grant (refer to Part 2:I). No more than three schools per district or COE may be funded sites. Reviewers will award bonus points for applications that include at least one high school (grades 9, 10, 11, and/or 12) as a funded site. Complete all requested information. Provide the district and site codes in the boxes provided.
- D. **Project Narrative**—The project narrative describes the applicant agency (who) and its needs (why), and then identifies the strategies and methods (what, when and how) the agency will use to achieve the goals of the grant. Refer to the Project Design (Part 1:III) for details on what to address in the narrative. At a minimum, the project narrative should include:
 - An assessment of the current school environment, including nutrition education, physical education, food, and physical activity opportunities for students at school; student health needs; and community support for a healthy school environment. The Centers for Disease Control's *School Health Index* and USDA Team Nutrition's *Changing the Scene* are resources to help with such an assessment;
 - Objectives, or what the district/COE intends to accomplish with grant funds;
 - Activities planned to achieve the objectives, including timelines; and
 - Plans to sustain LEAF activities and policy implementation beyond the grant period.

The narrative must not exceed five pages for a LEAF Policy grant and ten pages for a LEAF Pilot Program grant. Reviewers will not read or rate information submitted in excess of the page limitation. CDE has not provided a form for the project narrative.

- E. **Budget Proposal**—The budget lists the estimated expenses in the appropriate categories, following the guidelines for allowable expenditures below.

Budget requests must be reasonable and directly related to achieving the goals and objectives of the LEAF grant (see Project Design, Part 1:III). Complete a line item budget using the form provided (or a computer generated replica) and the categories listed.

1. Allowable expenditures for the LEAF Policy Grant:

Expenses may include anything related to achieving the six grant goals described in Project Design (see Part 1:III) or to building an infrastructure that supports the policies or improves the success of policy implementation, including:

- a. Salary, stipends, substitute pay and release pay for certificated and classified personnel to carry out the work of or participate in professional development related to the grant;
- b. Employee benefits related to salary, stipends, substitute pay, and release time;
- c. Registration fees (\$150 per person per LEAF workshop), travel, meals, and lodging costs for Leadership Team attendance at one two-day LEAF workshop;
- d. Training, including speakers, release time, materials, and related expenses;
- e. Materials and Supplies, which may include:
 - Classroom teaching materials, including cooking carts,
 - School garden, composting, or recycling materials,
 - Food service equipment, including salad bar hardware,
 - Refrigerated vending machines,
 - Food that is part of a specific educational activity (e.g., conducting a classroom taste test of fruits and vegetables, demonstrating the making of a nutritious snack),
 - Physical education supplies and equipment,
 - Communication tools for publicizing and promoting the policies and their implementation (e.g., posters, brochures, audiovisual supplies, or other consumable items), and
 - Duplication and postage; and
- f. Other items related to the grant project, such as renovating an eating area or play/sports area to enhance student appeal to encourage participation in school meals and physical activity programs, or transportation and other costs associated with farm field trips.

2. Allowable expenditures for the LEAF Pilot Program Grant:

Expenses may include those listed for the LEAF Policy grants (in Part 3:IV:E:1 a, b, and d-f, above), anything else related to the five grant goals described in Project Design, plus:

- a. Registration fees (\$150 per person per workshop) for Leadership Team attendance at four two-day LEAF Workshops;
- b. Registration fees (\$50 per meeting) for the evaluator to attend two one-day evaluators' meetings;
- c. Travel, meals, and lodging costs for the above workshops and meetings; and
- d. Evaluation costs, including Evaluator fees, shall be no less than 10% of the total grant.

3. Expenditures NOT allowed for either grant:

- a. Indirect costs above the "Approved Indirect Cost Rates Applicable to 2002-2003 Programs" (available at www.cde.ca.gov/fiscal/financial/icr.htm);
- b. Computer hardware unrelated to the project goals;
- c. Computer software unrelated to the project goals;
- d. Meals or refreshments served at workshops and/or training sessions and classroom snacks (except where they are part of the education/training process); and
- e. Supplanting of existing personnel or services.

NSD must approve in advance any requests for line item budget adjustments of ten percent or more.

- F. **Budget Narrative**—The budget narrative (no form provided) is a justification of each of the expenditure classifications identified on the Budget Form, along with the total dollar amount proposed for each expenditure classification. Immediately below each classification title and dollar amount, provide a brief description of use of the funds. The Budget Narrative should not exceed three pages for LEAF Policy grants and five pages for LEAF Pilot Program grants. CDE recommends demonstration of in-kind and/or matching funds.
- G. **Letters of Commitment**—Applicants must provide letters of commitment from each leadership team member and any others listed on the Leadership Team Data Form. One team member must clearly demonstrate his or her commitment to being the project coordinator. Additional letters of commitment will strengthen the proposal. Include letters from other people who have agreed to commit to the project, such as local health department representatives, industry organizations, farmers and/or growers, farmers markets, community partners, parents, school board members and other interested partners. Letters should include a description of supporters' specific commitments to, and role in, implementing this proposal and their plans for supporting these efforts after the funding period has ended. CDE discourages form letters.
- H. **Drug-Free Work Place Certification**—Complete and submit the form as indicated.

PART 4: SELECTION OF APPLICATIONS FOR FUNDING

We will screen all applications for compliance with the RFA. CDE may disqualify applications that do not conform to the requirements in Part 3: Applying for a Grant.

Applications that exceed the number of pages for the project narrative will be marked with a red line where the application should have ended. Reviewers will not read beyond the red line. In addition, we will not read added attachments beyond those permitted by the RFA.

I. APPLICATION REVIEW AND SCORING CRITERIA

CDE will base selection of grantees on a competitive process with all applications reviewed for compliance with the RFA. We will make every effort to fund a diverse group of schools, accounting for school size, demographics (urban/rural and socioeconomic status), school structure (middle/high school and open/closed campus), and experience with developing nutrition and physical activity policies. We have outlined the scoring criteria below.

A trained panel will review and score all qualifying applications. The panel will score each application on its own merits using the above criteria and a numeric scoring system. **The application must meet the following items before we will considered it:**

- Must be submitted by a California public school district or COE (only one application per district or COE will be accepted);
- Must be received no later than 4:00 p.m. on June 12, 2002, at the California Department of Education, Nutrition Services Division (postmark not accepted);
- Must include one original and six copies of the application; and
- Must identify a five or six-member leadership team (as applicable) and designate a project coordinator (per Leadership Team Data Form and Letters of Commitment).

CDE will review each application for content, completeness, clarity, and quality of response for the categories listed below. In all categories, applications will score highest when the strategies described in the project narrative:

- Align with grant goals outlined in the Project Design section of this RFA (see Part 1:III);
- Are achievable within the grant period;
- Describe and take into account the current school environment in terms of education, physical activity, and food;
- Consider the needs of students, staff, parents, and the school community;
- Describe adequate planning to ensure effective policy development, adoption and/or implementation;
- Plan for adequate training of all persons involved in the project to ensure achievement of project goals and objectives;
- Include active involvement of parents, teachers, school administrators, students, and/or community representatives in the development and implementation of school policies; and
- Propose ways to continue policy implementation beyond the funding period.

LEAF POLICY GRANTS SCORING CRITERIA**Total possible points = 100****A. Plan to create and sustain a Child Nutrition and Physical Activity Advisory Committee (CNPAAC) to develop LEAF policies. 15 points**

The application:

1. Describes a clear plan to establish a CNPAAC; and
2. Addresses the sustainability of the CNPAAC.

B. Plan for developing and recommending for adoption LEAF policies. 40 points

The application describes a realistic plan for developing policies that reflect the following six goals as outlined in Project Design (see Part 1:III):

1. Implement nutrition standards for all foods sold on campus and support standards with nutrition education;
2. Increase the availability of and access to, and promote the consumption of, California-grown fruits and vegetables;
3. Ensure experiential food and nutrition education linked to core academic curriculum that promotes food choices, health, and physical activity;
4. Encourage fundraisers that promote good health habits;
5. Ensure that no student is hungry; and
6. Ensure students engage in healthful levels of vigorous physical activity.

C. Plan to communicate district LEAF policies to the public. 10 points

The application contains evidence that the CNPAAC:

1. Will convene at least one public hearing; and
2. Will communicate nutrition and/or physical activity policies to the public and the greater school community.

D. Action plan for policy implementation. 10 points

The application describes realistic strategies to:

1. Develop an action plan to implement the policies, involving students and other stakeholders; and
2. Assess the potential impact of the policies on the school and community environments.

E. Plan for evaluation of the policy process and project goals. 10 points

The application describes realistic plans to:

1. Reflect and report on the process of developing and adopting LEAF policies; and
2. Participate in both site and CDE-conducted cluster evaluations.

F. Budget and narrative. 15 points

1. Budget proposal reflects the project objectives and is cost effective;
2. Budget narrative adequately justifies the proposed budget;
3. Proposed expenditures are aligned with allowable expenditures stated in the RFA; and
4. Budget addresses costs associated with attending the required LEAF workshop.

LEAF PILOT PROGRAM GRANTS SCORING CRITERIA Total possible points = 100

- A. Plan to address the LEAF Policy Grant goals.** (Part 1:III:A-1 through A-5) **20 points**
 The application:
1. Describes a clear plan to establish a Committee (CNPAAC);
 2. Identifies clearly how the CNPAAC plans to develop and recommend for adoption LEAF policies, then monitor policy implementation at funded school sites;
 3. Identifies plans to communicate district LEAF policies to the public; and
 4. Evaluates the policy-making process and project goals.
- B. Plan for implementing LEAF policies, including nutrition standards.** **30 points**
 The application describes realistic strategies and timelines to:
1. Develop an Action Plan for policy implementation, with input from students and others at pilot schools; and
 2. Pilot-test the implementation of nutrition standards mandated by SB 19 (see Appendix A) at pilot school sites, and sustain them beyond the funding period.
- C. Plan to participate in LEAF workshop and other networking activities.** **10 points**
 The application:
1. Describes the six-member leadership team, including an evaluator; and
 2. Budgets for four LEAF Workshops, plus evaluator meetings, CDE site visits, and other networking activities.
- D. Strategy for policy communication, outreach, and promotion.** **10 points**
 The application proposes:
1. A plan for developing creative strategies to promote healthy food choices; and
 2. Ways to share the successes and challenges of implementing LEAF policies through outreach to a variety of audiences.
- E. Evaluating and reporting pilot program results.** **15 points**
 The application proposes ways that the leadership team will:
1. Assess and report the changes made at pilot school(s); and
 2. Participate in a site and cross-site, State-level evaluation study.
- F. Budget to pilot test.** **15 points**
1. Budget proposal reflects the Project Design, is appropriate to the proposed activities, and is cost effective;
 2. Budget narrative adequately justifies the proposed budget; and
 3. Proposed expenditures align with allowable expenditures stated in the RFA.

The design of the scoring process prevents conflicts of interest. All readers on the panel will agree not to score any application from a school district or COE in which they have worked, consulted on the application, or had any connection that might appear to be a conflict of interest. Consequently, applicants should assume that the reader has no familiarity with individual projects. Finally, readers will agree not to discuss the applications they score except under specific circumstances designated as part of the scoring process.

II. NOTICE OF INTENT TO AWARD

We will rank applications according to scores, and fund grants based on rank and level of available funding.

The "Notice of Intent to Award" will be posted on June 21, 2002, on the CDE web site www.cde.ca.gov/nsd and in the NSD Office, Suite 270, 560 J Street, Sacramento, California. A copy of the list will be available upon request.

In late June 2002, CDE will mail notification to all applicants as to whether they will receive funding. Projects selected for funding will simultaneously receive the Grant Award package.

III. APPEAL PROCESS

Appeals to the grant award must be filed within five working days of the posting of the "Notice of Intent to Award." Only those organizations that submitted applications may appeal the grant award. Appeals must be limited to the grounds that CDE failed to correctly apply the standards for evaluating the applications as specified in the RFA. The appealing applicant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appellant's position, and the remedy sought. Address appeals to:

CALIFORNIA DEPARTMENT OF EDUCATION
Nutrition Services Division
560 J Street, Suite 270
Sacramento, CA 95814
Attention: LEAF Appeal Process

It is the sole discretion of the Deputy Superintendent of the Child, Youth and Family Services Branch to decide how to handle the appeal. The decision of the Deputy Superintendent of the Child, Youth and Family Services Branch shall be the final administrative action afforded the appellant.

PART 5: STANDARD FORMS

This section contains the forms required to complete the application process. These forms include:

Intent to Apply—This form is optional, and helps NSD staff in planning the application review process.

Grant Application Checklist— Applicants should use this checklist to ensure submission of a complete application package.

Grant Application Cover Sheet—Complete all requested information. The Superintendent or authorized designee must sign the cover sheet.

Leadership Team Data Form—Complete all requested information on both pages. Be sure to identify the project coordinator clearly at the top of the form.

Site Data Form (LEAF Pilot Program grant applicants only)—Complete all requested information. Provide the district/county code in the boxes provided for school districts and COE's. For funded schools, provide the school site code.

Budget Proposal—Complete the Budget Proposal by listing dollar amounts in the appropriate boxes for estimated expenses following the guidelines in Part 3:IV of the RFA. Provide a brief explanation of expenditures on a separate page (no form is provided for the **budget narrative**).

Drug-Free Workplace Certification—Complete the form. The Superintendent or authorized designee must sign the form.

INTENT TO APPLY
(optional)**LEAF Policy and Pilot Program Grants**

If you intend to submit an application for the LEAF Policy or LEAF Pilot Program grant, please submit this form via mail or fax, as follows:

Mail this form to: California Department of Education
Nutrition Services Division
560 J Street, Suite 270
Sacramento, CA 95814
Attention: LEAF Intent to Apply

OR

Fax this form to: (916) 323-4311

This intent is not mandatory and does not obligate potential applicants in any way.

(Please type or print information)

District:		
Address:		
City, State, Zip:		
County:		
National School Lunch Program Sponsor #:		
Contact Person & Title:		
Phone:	Fax:	Email:
Grant you anticipate applying for: LEAF Policy Grant: <input type="checkbox"/>		
LEAF Pilot Program Grant: <input type="checkbox"/>		
Projected Total Grant Budget: \$		

GRANT APPLICATION CHECKLIST

District/COE: _____

Use this checklist to ensure submission of a complete application package. Failure to include any of the following elements may result in disqualification of the application.

Please compile the application in the following order:

- ☐ Grant Application Cover Sheet;
- ☐ Leadership Team Data Form (2 pages);
- ☐ Site Data Form (**LEAF Pilot Program grant applications only**);
- ☐ Project Narrative (no form provided);
- ☐ Budget Proposal;
- ☐ Budget Narrative (no form provided, but must reflect Budget Proposal);
- ☐ Letters of Commitment (no form provided); and
- ☐ State of California Drug-Free Workplace Certification.

GRANT APPLICATION COVER SHEET

Please submit original and six copies by
June 12, 2002, 4:00 p.m. to:

California Department of Education
Nutrition Services Division
560 J Street, Suite 270
Sacramento, CA 95814
ATTN: LEAF Grant Application

Check Application Status:

- ☐ LEAF Policy Grant
- ☐ LEAF Pilot Program Grant

PLEASE PRINT OR TYPE ALL INFORMATION

District/ COE	Proposed Total Grant Budget:
Address	\$ _____
City, Zip	<u>CDS Code:</u> County District
County	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Percent of students <u>in the district</u> who participate in the School Breakfast and National School Lunch Programs. _____%	
Percent of students <u>in the district</u> who are eligible for free or reduced-price meals: _____%	
Project Coordinator for Grant	Telephone: ()
Title	FAX: ()
	E-mail:
Address	City/Zip
<i>Certification: I have reviewed this application and agree to follow the terms and conditions contained in this application if awarded this grant.</i>	
Superintendent, Chief Administrator, or Designee (<i>Please type or print name</i>):	Title:
Signature:	Date:

LEADERSHIP TEAM DATA FORM

(Page 1)

COMPLETE BOTH PAGES OF THIS FORM. PLEASE PRINT OR TYPE.

District/COE: _____

Project Coordinator: _____

I have reviewed the LEAF grant application and agree to participate in the project as stipulated in the grant.

District Administrator	School Food Service Director or Designee
REQUIRED	REQUIRED
Name: _____	Name: _____
Title: _____	Title: _____
Address: _____	Address: _____
City/Zip: _____	City/Zip: _____
Phone: () _____	Phone: () _____
Fax: () _____	Fax: () _____
E-mail: _____	E-mail _____
_____ Signature	_____ Signature

Nutrition, Science or Health Instructor or School Nurse	Physical Education Instructor
REQUIRED	REQUIRED
Name: _____	Name: _____
Title: _____	Title: _____
Address: _____	Address: _____
City/Zip: _____	City/Zip: _____
Phone: () _____	Phone: () _____
Fax: () _____	Fax: () _____
E-mail _____	E-mail _____
_____ Signature	_____ Signature

LEADERSHIP TEAM DATA FORM

(Page 2)

COMPLETE BOTH PAGES OF THIS FORM. PLEASE PRINT OR TYPE.

District/COE: _____

Project Coordinator: _____

I have reviewed the LEAF grant application and agree to participate in the project as stipulated in the grant.

Other Partner (See Part 3:IV:B of RFA)	Evaluator
REQUIRED Name: _____ Title: _____ Address: _____ City/Zip: _____ Phone: () _____ Fax: () _____ E-mail: _____ _____ Signature	REQUIRED for LEAF Pilot Programs ONLY Name: _____ Title: _____ Address: _____ City/Zip: _____ Phone: () _____ Fax: () _____ E-mail _____ _____ Signature

Other Partner	Other Partner
OPTIONAL Name: _____ Title: _____ Address: _____ City/Zip: _____ Phone: () _____ Fax: () _____ E-mail _____ _____ Signature	OPTIONAL Name: _____ Title: _____ Address: _____ City/Zip: _____ Phone: () _____ Fax: () _____ E-mail _____ _____ Signature

SITE DATA FORM
(LEAF Pilot Program grant applications only)

Please print or type all information. Please be sure that all CDS and School Site Codes are correct.

District/COE: _____

County District

CDS Code: ☐ ☐ - ☐ ☐ ☐ ☐ ☐ ☐

Total Number of Schools in District/COE: _____

Identify below each school site where grant activities will take place (maximum of 3 allowed).

School Name: _____ School Site Code: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Total School Enrollment: _____ Grade Levels: _____

During meal service, this campus is (check one): Open ☐ Closed ☐

Percent of students at this school who participate in School Breakfast and National School Lunch: _____%

School Name: _____ School Site Code: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Total School Enrollment: _____ Grade Levels: _____

During meal service, this campus is (check one): Open ☐ Closed ☐

Percent of students at this school who participate in School Breakfast and National School Lunch: _____%

School Name: _____ School Site Code: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Total School Enrollment: _____ Grade Levels: _____

During meal service, this campus is (check one): Open ☐ Closed ☐

Percent of students at this school who participate in School Breakfast and National School Lunch: _____%

BUDGET PROPOSAL

District/COE _____

Project Coordinator: _____

Refer to Part 3:IV:E of the RFA for the details on allowable expenditures.

In addition to the budget below, provide a budget narrative that justifies these expenditures on separate page(s) (no form provided).**Expenditure Classifications**

- 1000 Certificated Personnel Salaries (substitute and teacher release pay)
- 2000 Classified Personnel Salaries (substitute and release pay)
- 3000 Employee Benefits
- 4000 Instructional Materials (including books, curriculum supplies, food and classroom cooking equipment, and garden, composting, or recycling supplies)
- 5000 Operating Expenses (includes travel, meals, lodging and registration fees for workshop attendance; professional development expenses; food service operations and equipment; communication, outreach and promotion expenses; physical activity or play/sports equipment; and related expenses)

Pilot Program grants only:

Evaluation expenses, including consultant fees and program costs **(not less than 10% of total grant)**

7000 Indirect

Approved Indirect Rate % _____

☐ LEAF Policy Grant

Check one: ☐ LEAF Pilot Program Grant

Subtotal \$**Total \$**

**STATE OF CALIFORNIA
DRUG-FREE WORKPLACE CERTIFICATION**

COMPANY/ORGANIZATION NAME

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
 - (a) The dangers of drug abuse in the workplace,
 - (b) The person's or organization's policy of maintaining a drug-free workplace,
 - (c) Any available counseling, rehabilitation and employee assistance programs, and
 - (d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - (a) Will receive a copy of the company's drug-free policy statement, and
 - (b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above-described certification. I am fully aware that this certification, executed on the date and in the county below, is made under the penalty of perjury under the laws of the State of California.

OFFICIAL'S NAME

DATE EXECUTED

EXECUTED IN THE COUNTY OF

CONTRACTOR or GRANT RECIPIENT SIGNATURE

TITLE

FEDERAL I.D. NUMBER

APPENDIXES

Appendix A

NUTRITION STANDARDS FOR LEAF POLICY AND PILOT PROGRAM GRANTS (PER SB 19)

Nutrition Standards for LEAF Policy Grants (per SB 19 Section 49431)

The person(s) designated by the district/COE as responsible for implementing these provisions shall ensure all foods sold on elementary and middle school grounds comply with the following nutrition standards:

Elementary Schools

The only food that may be sold to students during breakfast and lunch periods is food sold as a full meal, with the exception of the sale of fruit, non-fried vegetables, legumes, beverages, dairy products, or grain products if they meet the following requirements for a morning or afternoon snack:

- 35 percent or less of its total calories are from fat, excluding nuts and seeds;
- 10 percent or less of its total calories are from saturated fat; and
- Except for fruits and vegetables, no more than 35 percent of the total weight of the food is from sugar.

The only beverages that may be sold to elementary school students, regardless of the time of day, are:

- Water;
- Milk;
- 100 percent fruit juices; and
- Fruit-based drinks that are composed of no less than 50 percent fruit juice and that have no added sweeteners.

The above standards do not apply to fundraising events where:

- Students sell items off the elementary school premises; and/or,
- The sale of those items takes place at least one-half hour after the end of the school day.

Middle Schools

- No carbonated beverage shall be sold to students from one-half hour before the school day starts until after the end of the last lunch period; and
- Vending machines that contain beverages that do not meet the requirements for elementary schools as listed above shall be locked one half hour before the start of the school day until after the last lunch period.

Nutrition Standards for LEAF Pilot Program Grants (per SB19 Section 49433.9)

At middle and high schools, the following standards apply to all foods and beverages sold during the school day (defined as one-half hour before the official school day begins until one-half hour after the official school day ends), including school meals and snacks, as well as vending machines and other food and beverage sales:

FOOD:

- Fruits and non-fried vegetables are offered at all food sales locations; and
- All entrées and side dishes offered are the same portions as those served in the federal school meal program(s).

Appendix A

Food items sold to students meet the following standards:

- 35 percent or less of its total calories are from fat, excluding nuts and seeds;
- 10 percent or less of its total calories are from saturated fat; and
- Except for fruits and vegetables, no more than 35 percent of the total weight of the food is from sugar.

BEVERAGES:

The only beverages sold during the school day are:

- Water;
- Milk (including chocolate, soy, rice, and other similar dairy and nondairy milk);
- 100 percent fruit juices (12-ounce portions or smaller);
- Fruit-based drinks that contain at least 50 percent fruit juice and have no added sweeteners* (12-ounce portions or smaller); and
- Electrolyte replacement beverages (20-ounce portions or smaller) that contain 42 grams or less of added sweetener per 20-ounce serving.

* "Added sweetener" means any additive that enhances the sweetness of the beverage, including, but not limited to, added sugar. This does not include the natural sugar(s) present in the fruit juice portion of the beverage.

Appendix B***Buy California Initiative Press Release, California Department of Food and Agriculture*****PR02: 076****FOR IMMEDIATE RELEASE**

February 12, 2002

CONTACT: Steve Maviglio

916/445-4571

**GOVERNOR DAVIS UNVEILS \$79 MILLION
“BUY CALIFORNIA” CAMPAIGN*****Program to Boost Ag Economy Complements Tractor Tax Cut***

TULARE – Governor Gray Davis today unveiled his “Buy California” program, a comprehensive plan to distribute \$79 million in state and federal grants to boost the state’s agricultural economy.

“Today every Californian has a stake in the success of rural California,” Governor Davis said. “It’s time to remind the world that we have the best farms and ranches, and produce the best products on God’s green earth.”

The Governor’s \$79 million “Buy California” agricultural initiative provides:

- \$60 million for promotion and development of California agricultural products – an unprecedented investment to develop new markets, provide matching funds for existing ag marketing efforts, and promote school nutrition;
- \$12 million for agricultural research and pest management, focusing on food safety, environmentally responsible farming projects, development of new crops and minor crop registration; and
- \$7 million for a competitive grant program to promote specialty crop growers.

The funds, \$64 million from the federal Emergency Agricultural Assistance Act and \$15 million is from the state’s general fund, is part of a \$5.5 billion supplemental farm aid package approved by President Bush last year that provides economic aid to growers of specialty crops, mostly fruits and vegetables. The Agricultural Economic Assistance Act targeted California specialty crop growers who don’t receive traditional farm subsidy money.

The program’s goal is to remind consumers of the quality and freshness of California’s agricultural products. As a result, California’s specialty crop producers will benefit from increased consumption, and consumers will continue to enjoy the unsurpassed quality and safety of California’s food supply.

The Department of Food and Agriculture held a series of five listening sessions throughout the state in October 2001 to give interested parties an opportunity to advise the department on the best uses for the funds. Over 300 Californians, including growers, industry representatives, state and local officials, educators, researchers and consumers provided comments to help shape the overall plan to invest the funds.

-more-

Appendix B

The first California governor to visit the Ag Expo in 21 years, Governor Davis also vowed to support the future of agriculture in the state's education system.

"I will not reduce our commitment to agricultural education in California high schools. These programs are important and I will keep them fully funded," Governor Davis said.

Last year Governor Davis championed and signed into law the largest tax cuts for agriculture in 30 years. The "Tractor Tax Cut" is valued at more than \$500 million over 10 years. When Californians purchase a piece of farm equipment, the transaction is completely exempted from the state sales and use tax. The Governor's tax exemption also applies to parts, propane and diesel fuel.

"Buy California" Fact Sheet Attached

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Appendix B**BUY CALIFORNIA***Governor Davis' \$79 million investment in the future of agriculture*

California Governor Gray Davis has unveiled the “Buy California” initiative, a comprehensive plan for the distribution of \$79 million recently made available by a grant from the United States Department of Agriculture (USDA) and by state general fund commitments. “Buy California” is a major investment into market promotion, crop research, food safety, nutrition education, and other progressive measures. The plan is a result of a series of five listening sessions held throughout the state in October 2001 to give members of the agricultural community an opportunity to advise the department on the best uses for the funds. Over 300 Californians provided comments, including growers, industry representatives, state and local officials, educators, researchers and consumers.

Market Promotion and Development: \$60 million total

- “Buy California” Campaign: \$35 million
Growers from all over California urged CDFA to fund a major marketing effort to increase consumer awareness and consumption of the Golden State’s agricultural products. Through efforts like as the recently established “Buy California” program, growers will benefit from expanded demand in existing markets as well as the development of new markets.
- California Market Assistance Program: \$16 million
Several agricultural commodity groups in California have established marketing efforts with proven track records. This new market assistance fund will consider leveraging matching monies from these existing programs, further extending the reach of the original investment. Because these marketing programs and campaigns are already “on the street,” these funds can be distributed directly into the marketplace.
- Nutrition: “Five A Day” Campaign: \$5 million
California growers have made a significant investment over the past several years in the “Five A Day” campaign, designed to educate consumers about the nutritional benefits of eating at least five servings of fruits and vegetables each day. Growers have tremendous confidence in, and allegiance to, this very successful program. This infusion of funds will expand the reach of the existing program, and may also be used to create or boost other efforts similarly aimed at increasing consumption of fruits and vegetables, and improving awareness of the importance of agriculture.
- School Nutrition: \$4 million
When California Governor Gray Davis signed SB 19 (Escutia) in October 2001, he vowed to seek federal funding for this pilot project to raise nutritional standards in California schools. This portion of the specialty crop block grant fulfills that commitment. California’s State Superintendent of Public Schools Delaine Eastin was among the Californians who testified at CDFA’s listening sessions on the specialty crop block grant. Her testimony about the importance of offering healthy alternatives to students was seconded by several K-12 food service managers, dietitians and educators. Growers echoed their sentiments, applauding both the general idea of providing healthier meals for students and the opportunity to fulfill that need with California crops and products. Through the work of local Child Nutrition and Physical Activity Advisory Committees, as provided by the new law, these funds could also establish programs such as school gardens and other nutrition education programs.

- more -

Appendix B**Agricultural Research and Pest Management: \$12 million total**

- Food Safety Initiative: \$6 million
Recent events, including terrorist attacks and the threat of diseases borne by our food supply, have brought a sense of renewed urgency to food safety efforts. Because California produces and provides so much of our nation's food supply, the importance of reliable and safe food production and processing is particularly acute here. These funds will initiate a collaborative effort involving CDFA, the California Department of Health Services, the University of California and the private sector
- Minor Crops Research: \$1.2 million
Specialty crop growers often do not have the option of using many crop protection tools because the products are not initially tested by the manufacturer for use on each type of crop. Funding research to extend the range of approved crops for these materials will enable specialty crop growers to choose a product that is better for plants, safer for workers, or more effective against a particular pest or disease. Other projects funded by this effort would include the development of strategic plans for pest management. Such plans would provide basic advice and "best practices" that farmers could use to protect their crops from some of California's primary pest threats.
- Sustainable Agriculture: \$2 million
The fertility of California's valleys and the productivity of its growers provide an unsurpassed "field laboratory" for researchers at the University of California's Sustainable Agriculture Research and Education Program (SAREP). With the support of California's agricultural community, this program seeks cost-effective ways for farmers to develop new market opportunities by using organic or other reduced-input production methods. Specialty crop growers reap the benefits of improved environmental stewardship while they identify new niche markets for these crops.
- Ag Research Initiative: \$2 million
Many of the agriculture community members who submitted comments to CDFA during the block grant listening sessions noted an ongoing need for applied practical research projects by the two state college systems. The school systems' ag research programs will consider projects across a wide range of topics, including irrigation and water management, exotic pests, e-business and agriculture, development of new crops, etc. The results of these projects would be published and disseminated through existing industry networks to provide advice and alternatives to the general community of specialty crop growers.
- Quarantine & Pest Risk Analysis: \$0.8 million
This pilot project will help CDFA and the agriculture community develop quarantine treatments for specialty crop growers; the funds will also boost enforcement activities including a smuggling interdiction program to keep dangerous pests out.

Competitive Grants Program: approximately \$7 million will be made available for various smaller projects benefiting the agricultural community and promoting specialty crops. This program will be open to all qualified applicants; the application and other details of this grant program are being finalized and will be available within weeks.

(Note: all figures are approximate; transfer of funds to these projects is contingent upon prospective recipients' ability to justify this investment of public funds by providing the requisite strategic and financial plans, and by meeting state and federal law and policy, as applicable.)

Appendix C

RESOURCES FOR APPLICANTS

ASSESSMENT & PLANNING TOOLS

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. *School Health Index (SHI) For Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide. Middle School/High School.* February, 2000. Available at www.cdc.gov/nccdphp/dash.

Changing the Scene: Improving the School Nutrition Environment, Team Nutrition, Food and Nutrition Services, U.S. Department of Agriculture. Alexandria, VA. 2000. Available at www.fns.usda.gov/tn.

Ten Keys to Promoting Healthy Eating in Schools. U. S. Department of Agriculture and five medical/health associations: June 2000.

Fit, Healthy, and Ready to Learn: A School Health Policy Guide. National Association of State Boards of Education: March 2000. Available at www.nasbe.org.

Creating Policy for Nutrition Integrity in Schools and Keys to Excellence: Standards of Practice for Nutrition Integrity. American School Food Service Association: 1993. Available at www.asfsa.org/childnutrition/fsoperations.

CURRICULUM MATERIALS

5-a-Day Power Play! Available at www.dhs.ca.gov/cpns/resources/rsc_power.htm.

Jump Start Teens: Interactive, cross-curricular lessons for high school students, teachers, & school nutrition staff. Available at www.dhs.ca.gov/lean.

Nutrition to Grow On: A Garden-Enhanced Nutrition Education Curriculum for Upper Elementary School Children. Available through CDE Press at www.cde.ca.gov/cdepress.

Playing the Policy Game: Preparing Teen Leaders to Take Action on Healthy Eating and Physical Activity. Available at www.dhs.ca.gov/lean.

WEB SITES FOR MATERIALS AND INFORMATION

California Certified Farmers Market Association: <http://farmersmarket.ucdavis.edu>.

California Department of Food and Agriculture: www.cdffa.ca.gov.

California Healthy Kids Resource Center: www.californiahealthykids.org (510) 670-4583.

California Project LEAN: www.dhs.ca.gov/lean.

California Nutrition Network/California 5 A Day: www.ca5aday.com.

California School Health Connections: www.cde.ca.gov/schoolhealth.

Community Toolbox: <http://ctb.lsi.ukans.edu/>.

National Agriculture Library, Nutrition Information Center: www.nal.usda.gov

Appendix D

GARDEN PACKET ORDER FORM

"A Garden in Every School"



**To receive a free "School Garden
Resource Packet"
(includes resources, materials, tips,
and more!)**

Complete this form and FAX to:

**Judy Van Noy-Chesner
Nutrition Services Division
(916) 323-4311**

Name_____

Title_____

School/Organization_____

District_____

Street Address_____

City, State, Zip_____

Phone_____

Fax_____

E-mail_____



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